

Unit 15 Crime and safety awareness – a whole-school multi-agency approach

About the unit

This unit describes a one-day crime and safety awareness event for use as a whole-school or year-group event. Pupils are involved in planning and organising the day. At the event they attend a series of workshops run by relevant local agencies. Through these, they investigate the nature and consequences of criminal and antisocial behaviour.

The first part of the unit may need to take place well before the event so that the aims and desired outcomes for pupils can be agreed. The availability of visitors should also be established. Throughout the planning process, teachers, pupils and agency representatives discuss the aims of, and their ideas for, the event. Information about involving pupils in the organisation of events is given in the *Teacher's guide*.

To minimise disruption, schools may wish to hold the event when, for example, year 10 pupils are on work experience and/or year 11 have left.

Where the unit fits in

This unit addresses the following aspects of the key stage 3 citizenship programme of study:

Knowledge and understanding about becoming informed citizens

Pupils should be taught about:

- 1a the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people
- 1c central and local government, the public services they offer and how they are financed, and the opportunities to contribute
- 1f the work of community-based, national and international voluntary groups

Developing skills of enquiry and communication

Pupils should be taught to:

- 2a think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources
- 2c contribute to group and exploratory class discussions, and take part in debates

Developing skills of participation and responsible action

Pupils should be taught to:

- 3a use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own
- 3b negotiate, decide and take part responsibly in both school and community-based activities
- 3c reflect on the process of participating

This unit could be linked with unit 2 'Crime'.

Expectations

At the end of this unit

most pupils: take part in discussions about crime in the local area and actively contribute to planning and making decisions about the event. They take part responsibly in a school activity, working with visitors from external agencies. They use their imagination to consider other people's experiences and are able to communicate the effects of crime on its perpetrators and victims. They demonstrate an understanding of the causes and effects of juvenile crime and the role of agencies involved in criminal justice.

some pupils have not made so much progress and: contribute to discussions about the crime and safety awareness day and take part responsibly in a school activity. They identify some of the effects of crime on offenders and victims. They know about the work of key agencies involved in the criminal justice system.

some pupils have progressed further and: contribute ideas and opinions in discussions about crime in the local area, drawing on their knowledge and understanding from the media and other sources. They help to plan and organise the day, liaising with visitors from outside agencies about what will be expected of them. They take part responsibly in a school activity, helping to organise the workshops. They use their imagination to consider other people's experiences and are able to communicate effectively and accurately the effects of crime on perpetrators and victims. They demonstrate a clear understanding of the causes and effects of juvenile crime and the role of agencies involved in criminal justice.

Resources

Resources include:

- agencies, including the Police, Fire and Rescue, Victim Support, Customs and Excise and the Prison Service. It is important to check at an early stage that local representatives of these agencies are available
- the Prison, Me, No Way Trust from HMP Hull
- other agencies from the school's local community, *eg a school close to a Ministry of Defence firing range might involve the MoD Police and Range Safety Officers; a school on the coast might involve the Coastguard*

Many groups and organisations produce online resources that are relevant to citizenship. QCA has not printed these website addresses as it recognises that they can and do change, often at short notice. So that we can monitor and maintain a reliable and useful resource, the website addresses of the following organisations can be accessed through the key stage 3 citizenship scheme of work site at www.standards.dfes.gov.uk/schemes

- Community Legal Service
- Criminal Justice System Online
- Childline
- Kidscape
- Home Office

NB: care should be taken when encouraging pupils to access websites

Literacy and language

References to the Key Stage 3 National Strategy *Framework for teaching English, Years 7, 8 and 9* (NSE) are given in brackets and are indicated in appropriate sections of this unit.

Speaking and listening – through the activities pupils learn to:

- listen carefully, paying sustained attention in order to identify main issues (year 7 S&L6, year 8 S&L7, year 9 S&L7)

Reading – through the activities pupils learn to:

- make notes of key points in reading to be used subsequently (year 7 R4, year 8 R3, year 9 R3)

Links with other subjects

PSHE: 2d, 2f, 2g, 2h, 3j, 3k in the non-statutory guidelines

Geography: unit 15 'Crime and the local community' in the scheme of work

Pupils should learn:

Pupils:

What do I know about crime in my area?

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| <ul style="list-style-type: none"> • about crime in the local area, particularly the different types and levels of youth offending • make notes of key points in reading to be used subsequently (NSE) | <ul style="list-style-type: none"> • Through activities pupils develop their knowledge and perceptions of youth crime levels in the local area. True/false questionnaires or newspaper headlines could be used to stimulate discussion. Pupils compare their perceptions with local crime survey results and examine arrest statistics. They look at the Local Authority Community Safety Plan and identify actions that relate to youth crime. Working in groups, pupils take one crime that is frequently committed in the area and produce a list of how different individuals and organisations are affected by it, including victims, perpetrators and their relatives, the police, probation service, magistrates, health service, prisons, Youth Offending Teams, and voluntary bodies, such as Victim Support. | <ul style="list-style-type: none"> • use personal opinion, statistics and crime survey results to develop their perceptions of youth crime in the local area • identify those affected by crime | <ul style="list-style-type: none"> • This section links with unit 2 'Crime'. • Local authority websites contain crime statistics and community safety plans. Some have local crime survey results. • Crime statistics usually relate to arrests; actual crime levels can be higher. • Link with NSE: year 7 R4, year 8 R3, year 9 R3. • Link with thinking skills: information processing. |
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Planning a crime awareness day

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| <ul style="list-style-type: none"> • about their role in preparing for a crime and safety awareness day involving a number of agencies, during which aspects of a prison environment could be simulated | <ul style="list-style-type: none"> • Pupils work in tutor groups to discuss the aims of the day. They help to draft a programme, giving consideration to the balance of activities and availability of speakers and other visitors. They allocate organisational tasks to other groups of pupils, <i>eg the pupil management team, pupil evaluation team</i>, and establish rules and procedures to help make the event go well. • Tutor groups draw up their own checklist to remind them on the day of what they need to do. | <ul style="list-style-type: none"> • recognise the contribution they have made to planning an event with outside agencies • plan and organise their own involvement in a crime and safety awareness day | <ul style="list-style-type: none"> • Have contingency plans in place in case any of the organisations involved are unable to take part at the last moment. • Schools can plan to simulate a prison environment, <i>eg moving pupils around workshops 'under guard', exercising under supervision</i>. The Prison Service can advise and help with organisation. Pupils could examine the rules and procedures from a prison and plan how to simulate a prison environment. • The Prison, Me, No Way Trust is a Home Office crime prevention initiative based at HMP Hull. The national coordinator can be contacted at the prison and can supply copies of the <i>Prison Life</i> CD-ROM. • Schools may get support from outside agencies if they hold regular activities rather than a single one-day event. • Link with thinking skills: creative thinking. |
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Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note**Participating in the event**

- how to launch an event and participate in a range of workshops to:
 - investigate crime, its consequences and imprisonment
 - develop an awareness of the causes of crime
 - explore legal and human rights
 - gain a greater understanding of the importance of respect for others
 - to listen carefully paying sustained attention in order to identify main issues (NSE)
- Pupils and participating adults gather in the school hall for an opening address by the headteacher or pupil management team and a key visitor, such as the governor of a local prison or senior police officer.
 - Pupils visit a series of workshops during the day. These could include:
 - Victim Support: pupils learn about the wide-ranging effects of criminal acts on victims.
 - Prison Life: pupils work with prison staff using IT, for example, the CD-ROM produced by the Prison, Me, No Way Trust. This allows pupils to take a virtual tour of a prison and interview victims of crime, prisoners and their families. They can use the decision-making part of the CD to look at peer pressure, car crime, truancy, theft from shops, bullying and drug misuse.
 - Police Service: pupils work with police officers, using role-play to follow the experience of a young person being arrested, taken to a police station, questioned and charged with a crime.
 - Prison Service: officers from a local prison who have been trained to work in schools talk about life in prison using a mock-up of a cell and artefacts brought from a prison.
 - Fire and Rescue Service: pupils can learn how this service deals with fire setters through videos and the personal stories of fire officers. They can also discuss the damage caused by hoax calls.
 - Customs and Excise: pupils hear about the work of customs officers and the consequences of smuggling and find out about some of the methods used by criminals trying to bring goods into the country.
 - Drug Dangers: prison staff or police officers and local Community Drugs Service staff use video or other materials to help pupils explore facts about drugs and relate them to drug use/misuse in prison. Discussions will include peer influence and the importance of dispelling myths about the effects of taking drugs.
 - Youth Offending Team: pupils learn about the work of the team from a team representative and see how agencies work together to prevent offending.
- demonstrate knowledge and understanding of the workshop topics
 - describe some of the emotional traumas associated with prison life
 - draw on what they have learnt when looking at the social and moral implications of crime and safety elsewhere in the curriculum
 - recognise and challenge stereotypical views of the law and order agencies, including prisons
 - demonstrate an understanding of the effects of crime on individuals and society
 - increase their knowledge and understanding of personal safety issues
- To give pupils an example of the restrictions of prison life, lunch- and break-time activities could be limited or, for example, they could be stopped from playing a game of football during their free time.
 - Workshop activities such as this could provide scope for follow-up activities elsewhere in the curriculum, using support from local agencies and services, and for increasing opportunities to link citizenship with other curriculum areas.
 - The pupil evaluation team (team of pupils who agreed to coordinate the evaluation of the day) takes photographs, makes videos and interviews pupils and workshop leaders to assess how well the day went in relation to its aims.
 - Pupils can record their achievements in a portfolio to help them gather together all their citizenship learning.
 - Link with NSE: year 7 S&L6, year 8 S&L7, year 9 S&L7.

What did we learn from the event?

- to identify the outcomes of the event and how they can apply what they have learnt
- After the event, pupils are brought together by the pupil management team to sum up the day and briefly review what took place.
 - Follow-up activities in tutor groups can be used to help pupils reflect on their participation, what they learnt, what skills they developed and how those skills can be applied.
 - Pupils could work with the crime reporter from the local newspaper to write an article about preventing youth crime.
 - A display of photographs and other materials from the day could be shown in the school or elsewhere in the local community.
- identify the relationship between knowledge and understanding and recognise the skills gained as a result of the event and other learning activities
 - transfer knowledge, skills and understanding to situations in real life
- Link with thinking skills: evaluation.